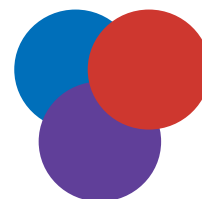


ARTARMON PUBLIC SCHOOL

Annual Report



2015



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Introduction

The Annual Report for 2015 is provided to the community of [school name] as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Louise Green
Principal

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Message from the Principal

I have much pleasure in presenting the 2015 Artarmon Public School Annual School Report. The school motto- Learn to Live summarises our commitment to the provision of a broad and rich curriculum. The abilities, talents and skills of all school community members are recognised, valued and developed in a safe and happy learning environment.

Acknowledgement is made of the enthusiastic and combined efforts of parents and volunteers who support school initiatives and programs.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

School background

School vision statement

Artarmon Public School fosters positive, respectful relationships and aims to develop each individual to their full potential; striving for excellence, celebrating achievements and valuing cultural diversity. The staff, students and community value a school that is united, well equipped and collaborative. The focus on teaching and learning is aimed at supporting future focussed learners through the use of engaging teaching time and choice of extra curricula opportunities. High expectations are set for all and a focus is kept on high academic standards and supporting the whole child.

School context

Artarmon Public School has a reputation for excellence in academic achievement and is also a centre for four opportunity classes. It provides a rich educational experience for 981 students in Years K-6, with particular emphasis on curriculum differentiation, effective integration of ICT and strong creative arts program.

Message from the Artarmon Public School P&C Association

The Artarmon P&C Association is an integral part of the successful functioning of Artarmon Public School. It provides an opportunity for the school families to get to know each other, while providing a wonderful support to both the students and school in maintaining a strong partnership between home and school.

The P&C has three main functions:

- Hosting meetings for passing information from the school to parents each month during each term. We engage the school executive in discussion on issues of interest to parents and work across many parent groups. P&C meetings are often the source of new suggestions and important feedback.
- Coordinating the P&C committees that provide services to the school community; social & fundraising, multicultural, canteen, band, strings, uniform, gardening, sustainability and traffic.
- Overseeing the raising of funds for the school primarily through the collection of voluntary contributions and our social and fundraising committee.

Our Multicultural Committee runs Drop 'n Chat mornings each term, giving parents an opportunity to get together on the school grounds and our very active Gardening Committee has been busy this year with Gardening Bees targeting year groups and our vegetable gardens are continuing to thrive. Our Sustainability Committee also ran a school-wide poster competition for the World Environment Day.

The P&C Band and Strings programs continue to be a large part of Artarmon Public. This year the children have performed in many competitions as well as for parents and our community. Hundreds of our children also attended Band Camp and the Strings weekend workshops which were coordinated fully by our amazing parent volunteers. This year we also had our inaugural APS Orchestra that came second place at the Sydney Eisteddfod, which was a great achievement.

Once a quarter the Northern Sydney District Council of P&C Associations meet – the Council is made up of P&C's from the greater Northern Sydney area. It provides an excellent opportunity to network with other P&C's who are all undergoing similar issues that our P&C faces.

P&C representatives are also working with the school and the Department on a Masterplan for the school. Construction work is due to start next year and we are excited that the overall plan ensures the best use of the school's limited space.

This year the P&C has raised over \$80,000 from voluntary contributions to support school programs and enhance teaching resources at the school. The social and fundraising committee coordinates many activities throughout the school year, in particular our very successful Welcome Picnic and Movie Night. The school this year requested we raise funds for choir risers and sets of giant games for the children to play with at lunchtime.

An amazing number of parent volunteers are involved in the P&C committees. These volunteers represent parents from the huge variety of cultures that are a unique part of Artarmon Public and we are very grateful for their time.

The success of our P&C Association can be attributed to the wonderful support we receive from our families. I would like to express my thanks to the P&C Executive for their support and tireless work, which has made my second year as President as enjoyable and rewarding as the first. Thanks also to Louise Green and her team for their approachability and backing of ideas the P&C brings to the school.

New members are always welcome and volunteers encouraged. Meetings are held once a month on Wednesday at 7pm, details on the P&C website www.artarmonpandc.org.au

Parents & Community Association President
Karen Pearson

Message from the Student Leaders

This year has been an exciting year for the Student Representative Council (SRC) because of the activities that we participated in and the donations we have been able to make to our favourite charities.

Earlier in the year, the School Captains, Prefects, House Captains and Vice House Captains were invited to participate in the Young Leaders Day conference at the QANTAS Credit Union stadium. We listened to inspirational Australians including Bindi Irwin, Dylan Parker and James Morton (the two men that inspired the *Paper Planes* movie), Rachel Leahcar, from the *The Voice Australia* competition, and the Premier of New South Wales, The Hon. Mike Baird. We learnt how to lead others well, with compassion and confidence.

During ANZAC Day centenary commemorations, Ben Firth led us all in honouring those who fought for our freedom and represented APS in the wreath laying ceremony at the Chatswood Cenotaph.

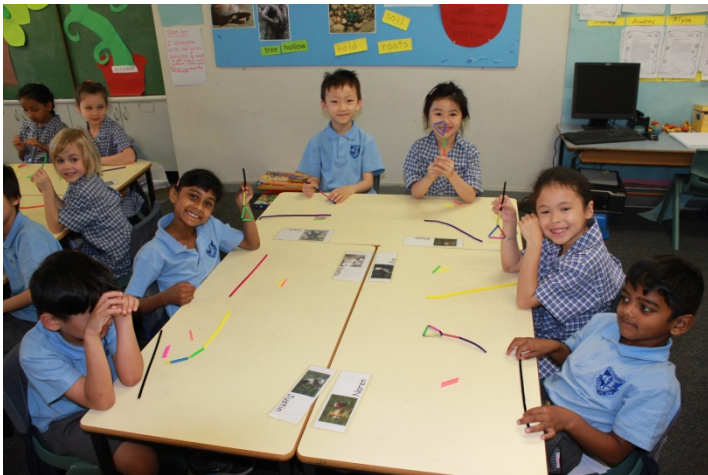
SRC members also gave their time raising money for three charities. Students were asked to donate a gold coin and together we collected total of \$4764 this year for:

- The McGrath Foundation Pink Stumps Day, 25 March: \$2270
- The Children's Medical Research Institute's Jeans for Genes Day, 6 August: \$1277
- \$1217, on Red Day for The Red Cross Nepal earthquake appeal.

Closer to home, students and teachers joined in the clothing drive for Stewart House, a wonderful support service for students who are having problems at school or at home. We received heaps of clothing donations to support this great cause.

Another triumph was our participation in Nude Food Day on 16 October. The goal was to reduce our recess and lunch time rubbish to nothing. The whole school committed to the day with barely any rubbish and some very creative lunches! Well done Artarmon!

During this fantastic year, our Kindergarten students have grown and are ready for Year One while Year Six is looking forward to new challenges and the whole school has really shown harmony, synergy and excellence in everything that they do! On behalf of Year Six we would like to thank the wonderful teachers and Mrs Green, Mrs Learmonth, Mrs Warner and Miss Alford for a great year of learning and growth.



Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. On the basis of evidence submitted by the school and subsequent discussion, the validation panel supports the school's self-assessments in the following elements of the School Excellence Framework:

The Learning Domain: Our aim is to maintain being a school that excels, one whereby resources are strategically used to achieve improved student outcomes. At present we are strategically utilising a learning culture that maximising resources available to drive quality teaching and learning. Our learning spaces are flexible, incorporate a balance of technologies, support direct and enquiry learning models and build upon students interests and academic successes. Students set goals, reflect on these and articulate how to move forward.

The Teaching Domain: teachers are sustaining and developing their ability to provide and receive planned constructive feedback from peers and school leaders, using collaborative practice. Staff at Artarmon Public School has been working collaboratively to implement Maths, Science and English Australian Curriculum documents. In 2015, staff has planned, implemented and assessed against consistent criteria and used data skills and use to provide explicit, specific and timely feedback.

The Leadership Domain: Artarmon Public School has prided itself on the capacity to build leadership amongst executive, staff and students. The school leadership team has taken a deliberate approach to building executive coaching skills, empowering staff through aspiring leadership programs and providing Young Leadership opportunities to our student leaders. The school has also actively involved all participants in decision making processes and the building of the school strategic plan. Consistent practices of “clean houses” were used with staff, students and community to ensure future directions were in line with the vision of all.

Our self-assessment and the external validation process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.



Strategic Direction 1

Quality Teaching and Learning

Purpose

The purpose is to ensure the school has a coherent, sequenced plan for curriculum delivery that ensures consistent teaching and learning expectations and a clear reference for monitoring learning across year levels.

Overall summary of progress

The school focused on the successful implementation of the new curriculum. The professional learning program was redesigned to ensure that weekly professional learning sessions had a greater focus on curriculum combined with collaborative work practices.

The Seven Steps to Writing Success program was delivered to staff at the end of 2015 and the implementation of the program will occur throughout 2016.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$20 000
Teaching and learning programs reflect deep knowledge and understanding of syllabus outcomes.	Science & Technology curriculum content integrated into programs. Increased weekly TPL sessions focused on implementation of Science & Technology Syllabus. Units of work in the Science & technology curriculum were collaboratively developed, implemented and evaluated.	Nil funding
Performance development plans for all staff demonstrate reflection on teaching practice, identification of learning goals and links to the Australian Professional Standards for Teachers.	All staff engaged in the PDP process and were supported in setting goals by their team leader. Executive staff used a GROWTH coaching model during the process. All teachers were matched with mentors to assist meeting their PDP goals	TPL funding \$20 000

Next steps

1. Implementation of the Science & Technology Syllabus in a systematic process over 2016.
2. School-based professional learning to be linked to the Australian Standards for Teachers.
3. Mentors to support all teachers in building quality teaching practices and support PDP goals.

Strategic Direction 2

Quality Relationships

Purpose

The school actively seeks ways to enhance student learning and well-being by partnering with parents and families, other education and training institutions, local businesses and community organisations.

Overall summary of progress

Over the course of the year initiatives were implemented to maintain and enhance the relationship between the school and the community.

Highly successful Drop n Chat and Drop n Weed activities were held each term.

A morning tea was held for class parents. This was an informal occasion for staff and class parents to meet and discuss this important communication role between the school and community.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$1500
Parents, families and community members attended events at the school and were involved in different ways.	School community events : Welcome Picnic, Band and Strings morning teas, Drop n Chat, Gardening Bees and social events.	\$1500
Feedback from parents collected to develop the school plan.	The clean house strategy was implemented through a P&C Meeting to collect data Parents representatives were invited to participate in the Student leadership policy review and the School & Community Partnerships program	Nil funding

Next steps

1. Parent and school committee to decide on the School & Community Partnership funding allocation.
2. Committee to review the Student leadership Policy includes parents, teachers and student feedback.
3. P& C representative on school committee related to collection of Voluntary Contributions.

Strategic Direction 3

Quality Systems

Purpose

The school is driving a strong improvement agenda for the school, grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes.

Overall summary of progress

All 2015 milestone targets were achieved. Collegial discussions focussed on student wellbeing and on continually improving the ability to meet the needs of all students. Professional learning was provided to build staff skills in analysing and interpreting student achievement data. Discussions about grade based assessment data informed decisions and initiatives.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure	Progress achieved this year	\$12 000
Students: Self-assess their learning. Staff: Teachers engage in regular collegial discussions. Leaders: Effectively and systematically evaluate programs and performance.	Students have begun to identify and evaluate their learning goals. Teachers collegially plot children on learning continuums using the PLAN software. Teachers regularly discuss work samples to create consistent teacher judgments. School leaders give ongoing program review and feedback. They incorporate development of PDP's using a coaching approach Classroom observations occur with colleagues and supervisors	\$12 000

Next steps

1. Professional learning provided for staff to continue their understanding of learning intentions and how to implement them in their lesson planning
2. All teachers will participate in research and implementation of appropriate student feedback strategies to allow students to have more ownership of their learning
3. All teachers will participate in professional learning targeted at assessment strategies that provide quality data to drive teaching learning programs.

Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
English language proficiency funding English Second Language Teacher	The designated funds provided for two days per week of support for students with a background other than English. This was allocated Department of Education staffing.	\$48 723 2 days per week staffing.
Targeted students support for refugees and new arrivals	Two students have been funded	\$7250
Socio-economic funding Transition Program	The funds supplement student support programs. Additional funds also covered student assistance payments.	\$6048
Low level adjustment for disability funding	The school has an allocation of 2.5 days per week for a Learning and Support Teacher (LAST). An additional 0.5 was school funded. Remaining funds provided for Learning Support Officer assistance in classrooms .	\$96 146



Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Gender	2009	2010	2011	2012	2013	2014	2015
Male	371	402	405	423	456	498	553
Female	341	363	413	438	460	482	532

Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
	K	97.6	95.8	96.7	96.5	97.1	96.3
School	1	97.4	96.2	95.9	96.2	97.0	96.7
	2	96.9	95.6	95.9	94.4	97.2	97.0
	3	98.5	97.0	97.4	96.8	97.8	96.5
	4	97.7	97.0	96.8	96.7	98.3	97.7
	5	98.6	97.0	98.0	95.7	97.7	97.3
	6	96.5	95.1	95.5	94.9	95.8	95.8
	Total	97.5	96.2	96.6	95.9	97.3	96.8
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	Total	94.4	94.3	94.2	94.7	94.8	94.0

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition (mandatory)

Position	Number
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	6
Classroom Teacher(s)	39.3
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.6
Teacher of ESL	2.6
School Counsellor	2.0
School Administrative & Support Staff	4.472
Total	59.572

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

The current indigenous composition of Artarmon staff is 2%.

Teacher qualifications

All teaching staff meets the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Undergraduate degree or diploma	99%
Postgraduate degree	35%

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Funds received through the Resource Allocation Model (Artarmon Public School)

Component	RAM			
Base	6,137,952	6,489,228	0.95309	Education (95.3%)
Location	-			
Other Base	6,137,952			
Equity	319,392			
Aboriginal	447	447	6.6E-05	Aboriginal (0%)
Socio-Economic	6,048	6,048	0.00089	Socio-Economic (0.1%)
Language	199,364	199,364	0.02928	Language (2.9%)
Disability	106,615	106,615	0.01566	Disability (1.6%)
Equity Transition	6,918	6,918	0.00102	Equity Transition (0.1%)
Targeted Total	93,107		0	Targeted Total (0%)
Other Total	258,169		0	Other Total (0%)
Total	6,808,620			

Financial Summary for the Year Ended 31 December 2015 (Artarmon Public School)*

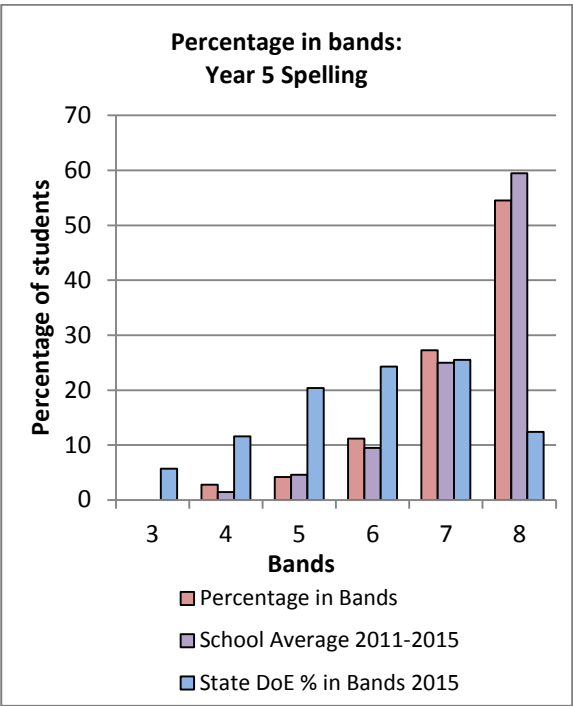
			2015 Actual (\$)
Opening Balance			520,395
Revenue			7,959,388
	Appropriation		6,962,608
	Sale of Goods and Services		71,292
	Grants and Contributions		905,845
	Investment Income		19,643
	Gain and loss		-
	Other Revenue		-
Expenses			(7,468,949)
	Recurrent Expenses		
	Employee Related		(6,485,912)
	Operating Expenses		(983,037)
	Capital Expenses		
	Employee Related		-
	Operating Expenses		-
Surplus/Deficit for the Year			490,439
Balance Carried Forward			1,010,834

School performance

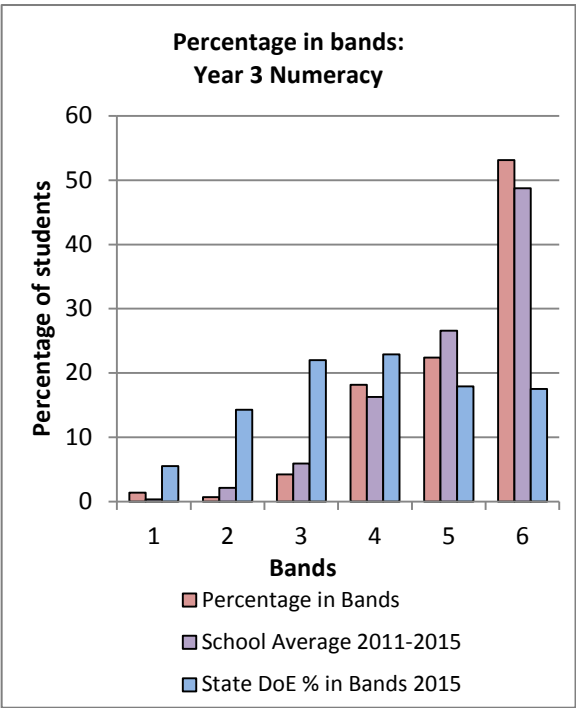
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

NAPLAN - Literacy



NAPLAN - Numeracy



Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)	
Reading	100.0
Writing	99.3
Spelling	100.0
Grammar & Punctuation	100.0
Numeracy	98.6

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)	
Reading	99.3
Writing	98.6
Spelling	100.0
Grammar & Punctuation	98.6
Numeracy	100.0



Policy requirements

In 2015 the school continued to review its practices using the School Excellence Framework. Feedback focused on the domains of learning, teaching and leading.

Areas of satisfaction included the high expectations set for student learning, the extensive range of extra-curricular programs offered to students, the positive school culture and community support.

The school community, through the P&C, contributed to providing additional resources for students' learning in: integrating technology, reading materials and classroom materials.

Areas for future improvement and focus include continuing to use data to inform teaching practice and school-based support services, further broadening parents' understanding of school programs, strengthening community partnerships and improving the school grounds.

Aboriginal education

The school continues to purchase resources to support the teaching of aboriginal perspectives in the curriculum. These resources include books on the dreamtime, books by current Aboriginal authors and other reference materials examining the lives of everyday and famous Aboriginal people, their festivals, and their art. The resources have enabled teachers to include Aboriginal themes into units from many Key Learning Areas.

Multicultural Education and Anti-racism Artarmon Public School is a culturally diverse school with 75% of the students coming from non-English-speaking backgrounds (ESL). The students come from a range of nationalities and cultural groups including Korean, Japanese and Chinese. The EALD program run at Artarmon assists those students needing additional language support. The program is designed to meet the individual needs of students and uses modified syllabus outcomes adapted from the English strands of reading, writing, talking and listening. Students are taught in either withdrawal, small groups or in a team-teaching situation. Resources are selected to promote cultural understanding of both the student's new country and their homeland.

Other school programs

- Achievements in the arts and sport.

Professional Learning

- Teachers are the greatest source of variance that can make a difference (Hattie, 2003). It is vital, therefore, teachers are continually engaged in professional development to ensure maximum achievement for every child. In 2015, staff developed professional learning goals aligned with the Australian Professional Teaching Standards. Using expertise within the school, teachers were able to impart knowledge and develop strategies towards the implementation of curriculum, develop teaching strategies to increase student engagement and collaborate on action research projects. This strengthened professional relationships across the school by engaging teachers collaboratively and utilising educational dialogue. Teachers biannually reflected on their progress towards achievement of their professional learning goals and made alterations where necessary.
- The school's professional learning funding was closely aligned with the strategic plan so that desired outcomes associated with each target were closely monitored and evaluated. The main areas of expenditure were in: Australian curriculum syllabus implementation, quality teaching, literacy and numeracy, leadership and career development, differentiated learning, Child Protection, Code of Conduct, Emergency Care and CPR. The school received a notional budget from the Department of Education. The school allocated additional funding to supplement these original DoE funds. Every teacher in the school accessed professional learning opportunities during the year. These opportunities included weekly session's onsite and other professional learning activities.
- As part of the teacher accreditation process, staff that commenced teaching after October 2004 are required to be accredited. After initial completion of the accreditation process staff must maintain 100 hours of professional learning over 5 years. A number of staff worked towards achieving their accreditation and were supported through this process by executive teachers and a teacher mentor. In 2015 the school allocated the role of a teacher mentor to an Assistant Principal. The mentor worked with permanent, temporary and casual staff to complete their accreditation.